

Curriculum Statement for the Academic Year 2008/ 2009

Foundation 1 (Nursery)

The curriculum followed in the Nursery is based on the "Foundation Stage Profile" (Qualifications and Curriculum Authority for England) and planning for teaching and learning is based on the six areas of learning identified in the profile.

- Personal, social and emotional development
- Communication, language and literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical development
- Creative development

Personal, Social and Emotional Development

The children will participate in activities so that they should:

- have confidence and self respect;
- behave in appropriate ways;
- be aware of right and wrong;
- work well in groups and be willing to take turns and share fairly;
- treat living things, property and their environment with care and concern;
- have good relationships with and sensitivity to others, including those of different cultures and beliefs;
- show a range of feelings such as wonder, joy or sorrow;
- respond to cultural and religious events;
- concentrate and persevere;
- take initiative;
- be able to select an activity or resources;
- work well independently;
- develop the ability to follow simple rules;
- have personal independence (for example in dressing and hygiene).

Communication, Language and Literacy

The children will acquire skills of communication both orally and through reading and writing.

The children will be enabled to:

- listen attentively (for example to stories, songs, rhymes);
- talk about their experiences;
- use increasing vocabulary to express thoughts and explore meanings;
- take part in role-play and make up their own stories;
- use and enjoy books;
- know that pictures and words have meaning and that pages turn;
- know that text reads from left to right and from top to bottom;
- begin to say what their own mark-making means;
- recognise their own names.

Problem Solving, Reasoning and Numeracy

The activities covered will enable the children to:

- use mathematical language to describe shape, position, size or quantity (for example, circle, behind, bigger than, more);
- recognise and create mathematical patterns;
- compare, sort, match, order, sequence and count using everyday objects;
- be familiar with counting games, number rhymes, songs and stories;
- begin to use some number names accurately;
- be aware of numbers and start to recognise ones of personal significance e.g birthday 4

Knowledge and Understanding of the World

This includes elements of history, geography, science and technology. The children will have the opportunity to:

- talk about their families;
- talk about where they live, their environment and its features;
- become aware of and explore differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues;
- explore features of living things, natural and made objects;
- look closely at similarities, differences, patterns and change;
- talk about and sometimes record their observations;
- question why things happen and how things work;
- explore and select materials and equipment to use skills such as cutting, joining, folding and building for a variety of purposes;
- make appropriate use of technology (for example, tape recorders, programmable toys or computers) to support their learning.

Physical Development

The children will develop fine motor co-ordination (such as pencil, brush, cutting skills) and gross motor skills (using outdoor equipment with confidence, control and with a concern for safety) with increasing independence. Through the activities the children will be enabled to:

- move confidently and imaginatively, with increasing control, coordination and an awareness of space and others;
- begin to feel the positive benefits of being healthy and active;
- use a wide range of large and small equipment with increasing skill;
- use balancing and climbing apparatus with increasing skill;
- handle tools, objects, construction and malleable materials safely and with increasing control.

Creative Development

The children will have experience of art, craft, music, dance, role-play and all forms of imaginative work. The children will have opportunities to:

- explore sound;
- explore colour, texture, shape, space and form in two and three dimensions;
- respond in a variety of ways to what they see, hear, smell, touch and feel;
- show increasing ability to listen, observe and use imagination through art, music, dance, stories and imaginative play;
- use a widening range of material, suitable tools, musical instruments and other resources to express ideas and to communicate feelings.

Social Expectations

- Children in Nursery will be encouraged to learn how to take him/herself to the toilet.
- They will be expected to “have a go” at things they may find difficult.
- They will be expected to have a developing awareness of right and wrong.
- They should be able to feed themselves and have reasonable table manners.
- They will be encouraged to say ‘please’ and ‘thank you’ appropriately.
- By the end of the year the children should be able to put on their coats by themselves, put on an apron and be able to remove and replace their shoes and socks.
- They will be expected, by the end of the year, to sit quietly whilst listening to a short story.
- They will be expected to walk in a line, following the child in front.
- They will develop their ability to listen to each other and raise their hand when they wish to speak during class or group lessons.
- By the end of the year they should be aware of codes of behaviour expected in school, such as not running or shouting.